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2022-2027 BEdA Master & IELCE Application Questions & Answers

- Q1) On question 1.4, What does "co-enrollment" mean as it relates to flexible schedules and multiple modes of instruction? I'm not clear about how these terms are related. Would it be possible to provide a few examples?
- A1) The goal of question 1.4 is to ensure that students are able to access funded programs at times (flexible schedules) and through instruction (multiple modes) that best meet their needs. This can be demonstrated by the same course being offered at different times of the day and evening or being offered as a distance education course. Co-enrollment, as it relates to this question, is a focus on providing the student with dual-credit opportunities, I-BEST and HS+ or college-level courses for both college and high school credit, when that is the best fit for the student's pathway and goals.
- Q2) On question 2.5, does "continuous improvement" refer to individual instructors continually reviewing/improving their curriculum and classroom practices, or does it refer to the program as a whole reviewing its offerings, processes, sequences, etc.? We aren't sure if this question about processes/actions that support continuous improvement is referring to classroom level improvement or program level or both.
- A2) The "continuous improvement" in question 2.5 is focused on program level processes and supports that increase student outcomes and raise program Measurable Skill Gains. While these processes and supports can, and should, include classroom level improvements, the applicant response should focus on the program as a whole and include course offerings, sequences, student supports, etc.
- Q3) How do I find out what my DUNS number is and where is the form?
- A3) Contact your business office or go to [SAM.gov](https://sam.gov), organizations that already have a DUNS number have been assigned a UEI in the [SAM.gov](https://sam.gov) system. If you do not have a DUNS number, please go to [SAM.gov](https://sam.gov) and request a UEI number. Our office is unable to help if you encounter problems with the SAM.gov website.
The form is found under the "Grant Info" tab in OGMS.
- Q4) Just to confirm, we don't need to update our Letter of Intent with this new number, but we do need to add it to the grant itself?
- A4) Yes, you only need to complete the Unique Entity Identifier form located under the "Grant Info" tab in OGMS and submit it with your application.
- Q5) We'd like to clarify our interpretation of the definitions from section 2 of the grant application. I put in red what we think these definitions mean as it relates to our programming. Please let us know if we are interpreting correctly.
- 2.2A Adult Basic Education (ABE, ABE high school completion preparation, on-ramps to I-BEST, I-BEST, etc.)
ABE1, ABE2, ABE3, ABE4
 - 2.2.B Integrated Education and Training Program (I-BEST, I-BEST at Work, etc.)
I-BEST participants who are in ABE1, ABE2, ABE3, ABE4
 - 2.2.C Adult Secondary Education (HS 21+, GED®, on-ramps to I-BEST, etc.):
ABE5, ABE6

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2.2.D Integrated Education and Training Program (I-BEST, I-BEST at Work, etc.) for adult secondary education.

I-BEST participants who are in ABE5, ABE6

2.2.E English Language Acquisition (ELA, ELA high school completion preparation, I-DEA, I-BEST, I-BEST at Work, etc.):

ESL1-6

2.2.F Integrated Education and Training Program for ELA (I-BEST, I-BEST at Work, etc.):

I-BEST participants who are in ESL1-6

2.2.G Integrated English Literacy and Civics Education (WIOA Sec. 243) (I-BEST, I-BEST at Work, etc.)

Participants in IELCE programs

We are also assuming these participant numbers are unduplicated. Is that also correct?

A5) Yes, these definitions are correct and the participant numbers are unduplicated.

Q6) If programs are using WABERS data (Federal Table 4, columns B, D, E or Federal Table 4, columns K, D, E) to complete the *attachment a-data-chart-for-question-2.1*, should the “percentages achieving measurable skill gains” (column E in attachment a-data-chart-for-question-2.1) match the data found in WABERS (Federal Table 4, column J or column O, the “percentages achieving measurable skill gains” or “percentage of periods of participation with measurable skill gains” respectively)?

If the data should match and it doesn’t, how do we correct the spreadsheet?

A6) When completing Attachment A, applicants will want to provide as much evidence of past effectiveness serving students as possible.

Applicants using the Washington Adult Basic Education Reporting System+ (WABERS+) Federal Table 4 as a data source should use Columns K-O “All Periods of Participation”, as these columns provide the most complete representation of a program’s past effectiveness. This is because columns A through J report on students’ First Period of Participation (which creates a non-duplicated head count), but Measurable Skills Gains are reported to the Department of Education based on Periods of Participation, which can include the same student twice if they Exited and then reenrolled and reach Participant status in the same program year.

Q7) Is this participant group referring to I-BEST classes/programs that serve ELA students only? In other words, if all I-BEST classes/programs serve both ELA and ABE students at the same time, would they be included in 2.2.F?

2.2.F Integrated Education and Training Program for ELA (I-BEST, I-BEST at Work, etc.).

A7) The subsections of 2.2 should provide estimated headcounts of students who fit the criteria for each category. When considering a broad programming model, like I-BEST programs that serve both ABE and ELA students, the student counts should be split amongst the various categories, based on the definition that best describes the anticipated student enrollments. The estimated student head count should be unduplicated amongst student categories.

As an example, an I-BEST class with 25 students where 7 are ABE Level 1-4, 5 are ABE Level 5-6, 3 are ESL Level 1-6, and 10 are IELCE eligible, the headcount should be placed in each of those individual categories and the count should not be duplicated.

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- Q8) Do you know which form we are using to upload the UEI information to OGMS?
- A8) [The Unique Entity Identifier \(UEI\) form is located in OGMS under the Grant Info tab and the specific directions for uploading are on the form.](#)
- Q9) Question 1.2 asks: [1.2 Specifically detail how your program pathways and academic instruction contextualize and integrate reading, writing, speaking and listening, mathematics, English language acquisition, information literacy, digital literacy, employability skills instruction, and other activities aligned to the College and Career Readiness Standards necessary for the attainment of a secondary school diploma or its recognized equivalent, transition to postsecondary education and training, and employment. Please detail where and how culturally responsive/anti-racist teaching and learning practices are integrated into program design, instruction, and assessment.](#)
- Rubric for 1.2 expects:
- Evidence that curriculum is strongly linked to College and Career Readiness Standards
 - Strong evidence that reading, writing, speaking and listening, mathematics, English language acquisition, information literacy, digital literacy, and employability skills are contextualized and integrated and lead to high school completion, postsecondary education/training, and employment
 - **Specific examples of ongoing and continual assessment of programming and instruction**
 - Specific examples of how culturally responsive/anti-racist teaching and learning practices are integrated into program design, instruction, and assessment.
- I am wondering if there is a misalignment between the question and the scoring rubric. This grant cycle, question 1.2 does not ask about "ongoing and continual assessment," but the scoring rubric expects to see the point addressed. I would be happy to write about our assessment practices, but the 5500-character limit makes it tough to fit everything in
- A9) [When detailing where and how culturally responsive/anti-racist teaching and learning practices are integrated into program design, instruction, and assessment, please include examples of ongoing and continual assessment of programming and instruction in the response. The character limit will not be increased.](#)
- Q10) In the (open and competitive) 2017-2022 Request for Application (RFA) process, colleges were asked to share their written grant applications with their local workforce development councils. In this 2022-2027 open and competitive RFA process, are colleges required to share their grant applications with their local workforce development councils; or, can the coordination between titles (that is required under Workforce Innovation and Opportunity Act (WIOA)) occur during a meeting or email exchange between partners?
- A10) [The State Board for Community and Technical Colleges will share submitted 2022-2027 BEdA Master and IELCE Applications with the appropriate regional Workforce Development Council \(WCD\). This will allow regional WDC to make recommendations to applicants for alignment with approved local plans. This process fulfills the requirements established in \[Program Memorandum OCTAE 17-1\]\(#\).](#)
- Q11) I am unable to enter information into the UEI form. It's like a PDF that is not writable. Am I doing something wrong with this document? I downloaded it, saved it, and when I went into input information, I couldn't.

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A11) It's a protected Word document. Download the Word doc and then be sure to "enable editing" in order for them to fill in the fields. Once the document has been enabled, you will be able to fill in the blanks, save and then upload it into your grant.

Q12) If I submit my BEdA Grant Application on 2/23 would that give time if there was anything missing or needed extra for them to contact me about? Or, if there are items that need more detail are we contacted regardless of when we submit?

A12) Grants are due March 3, 2022, but can be turned in earlier if applicants choose. We encourage submittal prior to March 3, in case your organization needs assistance with the process. Application review will begin on March 4, 2022. No applications will be reviewed or evaluated prior to the submission deadline on March 3, 2022.

All applications will be returned to applicants on March 29, 2022, through the Online Grant Management System (OGMS). All applications will receive one of three designations:

- Preliminary approval
- Preliminary approval, but requires modification/clarification
- Application is denied

Applicants receiving "preliminary approval, but requiring modification/clarification" will have until April 14, 2022, to make changes and submit revisions to OGMS.

Q13) Q) Attachment A, the 'Targets' tab fields that aren't auto calculating. This is what appears after I enter my information.

0%	42%	N/A	44%
0%	36%	N/A	38%
0%	42%	N/A	44%
0%	39%	N/A	41%
#DIV/0!	43.80%	#DIV/0!	#DIV/0!

A13) There does not appear to be any data populated in Columns B-D on the target sheet. Data must be populated in the 2020-21 data tab in order for the target sheet to work properly.

Q14) For the assurances, do we need to have a printed-off copy with a wet signature, or will an electronic signature suffice? If so, how do we convert the document into a copy that we can fill in electronically?

A14) The assurances PDF has been corrected and will be re-uploaded under the "Grant Info" tab by COB Friday, 2/18, and will accept an electronic signature now.

Q15) Also, may we put the unique signifier attachment into the grant when we submit it on March 3, or must we wait until we are preliminarily approved and asked to enter the budget?

A15) Yes, The UEI form is to be uploaded into the 2022-27 Master Grant.

Q16) In looking at the online grant resources, I found the following information in the Integrated English Literacy and Civics Education (IELCE) Resource Guide:

Navigational Services: Approved!

You may hire an IELCE navigator to assist students with the successful navigation of your IELCE program. Please contact the SBCTC I-BEST Policy Associate for assistance with this option.

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- Can you please clarify if we can reach out to the policy associate individually? If not, can you please post additional guidance?
- A16) If you wish to learn more about using IELCE funds to hire a navigator, yes, you may reach out to the I-BEST Policy Associate (Nicole Hopkins.) Questions about the RFA will not be answered and must be routed through this Q&A process.
- Q17) Can we use hyperlinks in the grant application to our website for pathway and credentials?
- A17) No, hyperlinks are not an allowable component of the application narrative. They do not provide an enduring description as links break over time. Please include written descriptions in the application answers.
- Q18) Can we insert tables? The application response boxes do not appear to allow tables
- A18) No, tables are not a supported format in OGMS. Please use descriptive narratives to communicate the required information needed for the grant applications
- Q19) Where specifically do we find the information for the data demonstrating program effectiveness spreadsheet? I know WABERS has some but having the specific reports/tables would be most helpful.
- A19) When using WABERS+ to gather data of program effectiveness, Federal Table 4 and Federal Table 5 offer the most relevant program result information. Any other data source utilized by your organization is allowable; the source does need to be documented on Attachment A.
- Q20) The links to “Washington Workforce Association local regional Workforce Development Councils (WDC) plan” is included on a couple of documents including the Scoring Rubric document, page 2. BUT the link to the document does not go through. Do you have another link that works?
- A20) Here is the [corrected link](#) and the documents under the “grant info” tab in OGMS will be updated.